

**THE CORRELATION BETWEEN STUDENTS' LISTENING ANXIETY  
AND LISTENING LEARNING STRATEGY**

**THESIS**



**BY**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTEMENT  
STUDY PROGRAM OF ENGLISH EDUCATION  
1440 H / 2019 M**

**THE CORREATION BETWEEN STUDENTS' LISTENING ANXIETY  
AND LISTENING LEARNING STRATEGY**

**THESIS**

Presented to

State Islamic Institute of Palangka Raya

in partial fulfillment of the requirements

for the degree of *Sarjana* in English language Education



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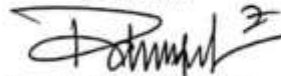
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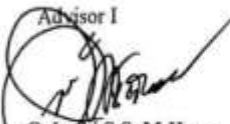
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## **MOTTO AND DEDICATION**

**“ Anda mungkin bisa menunda, tapi waktu tidak akan menunggu.”**

**( Benjamin Franklin)**



This Thesis is dedicated to:

My first teacher and also my first love that is my father Mr. Burhanuddin and my pretty mother alm. Mrs. Ramlah Tarihoran for their support, affection, prayer, advice and everything that their have given to me. Then, also for all my brothers and sisters Nur Atikah, Indah Farwati, Ahmad Mahbubi, Shopia Amalia, Abdillah Khairil Azzam and for my beloved friends khairan, PBI 2015 especially wulan, febby, icha, meong, ida and for all people that always asked me when I will graduate.

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Palangka Raya, October 1<sup>st</sup> 2019

Yours Faithfully,



The signature is written in black ink over a yellow rectangular stamp. The stamp contains the text 'METERAI TEMPEL' at the top, a small emblem in the center, and the number '6000' at the bottom. To the right of the number is a small red circular stamp with the text 'KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN'.

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## ABSTRACT

Wahdati, A. 2019. *The Correlation Between Students' Listening Anxiety and Listening Learning Strategy*. Unpublished Thesis. Department of Language Education, Faculty of Teaching Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S.S., M.Pd; (II) Aris Sugianto, M.Pd

Key Words: Listening, Listening Anxiety, Listening Strategy, Correlation, TOEFL

The aim of the research was to find out the correlation between Students' listening anxiety and Listening learning strategies of English Education Study Program of IAIN Palangka. This study focus to find out the correlation between Students' listening anxiety and Listening learning strategies of students that have been taken TOEFL test.

The research design was quantitative and the research type was correlation. The participants were 8<sup>th</sup> semester students that have been taken TOEFL test. The FLLAS and LSCI questionnaire used to collect the data. To analyze the data obtained, correlation analysis and Pearson product moment correlation used.

The findings indicated a negative correlation between Students' Listening Anxiety and Listening Learning Strategy used ( $r_{xy} = 0.088 < r_{table} = 0.2826$  at 1 %). Therefore, the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_o$ ) is accepted. It can be concluded that the Students listening anxiety have negative relationship or influence to Listening learning strategy.

## ABSTRAK

Wahdati, A. 2019. *Korelasi antara Kecemasan Mahasiswa dalam Listening dan Strategi Pembelajaran Listening*. Unpublished Thesis. Tesis yang tidak diterbitkan. Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Penasihat: (I) Luqman Baehaqi, S.S., M.Pd; (II) Aris Sugianto, M.Pd

Kata Kunci: Listening, Kecemasan Listening, Strategi Listening, Korelasi, TOEFL

Tujuan dari penelitian ini adalah untuk menemukan korelasi antara Kecemasan Mahasiswa dalam Listening dan Strategi Pembelajaran Listening mahasiswa program studi pendidikan bahasa Inggris di IAIN Palangka Raya. Fokus penelitian ini adalah untuk menemukan korelasi antara Kecemasan Mahasiswa dalam Listening dan Strategi Pembelajaran Listening dari mahasiswa-mahasiswa yang sudah mengambil tes TOEFL.

Desain penelitian adalah kuantitatif dan menggunakan tipe penelitian korelasi. Pesertanya adalah mahasiswa semester 8 yang sudah mengambil test TOEFL. Angket FLLAS dan LSCI digunakan untuk mengumpulkan data. Untuk menganalisis data yang di peroleh menggunakan analisis korelasi dan korelasi Pearson product moment.

Penemuan ini menunjukkan sebuah hubungan negatif antara Kecemasan Mahasiswa dalam Listening dan Strategi Pembelajaran Listening yang digunakan ( $r_{xy} = 0.088 < r_{table} = 0.2826$  di 1 %). Oleh karena itu, hipotesis alternatif ( $H_a$ ) ditolak dan null hipotesis ( $H_o$ ) diterima. Dapat disimpulkan bahwa Kecemasan Mahasiswa dalam Listening memiliki hubungan atau pengaruh yang negatif pada Strategi Pembelajaran Listening.

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Palangka Raya, September 25<sup>th</sup> 2019

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Anis Wahdati  
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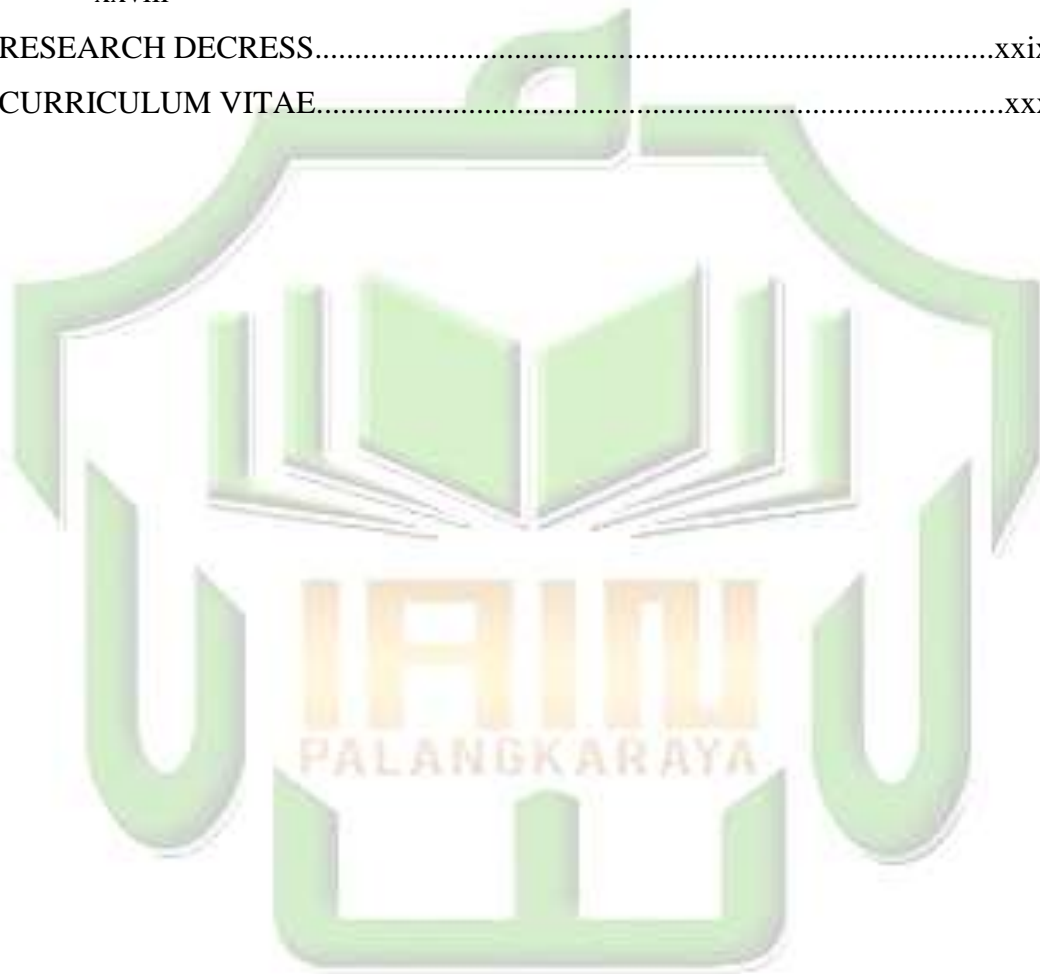
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## LIST OF ABBREVIATIONS

FL	: Foreign Language
FLLAS	: Foreign Language Listening Anxiety Scale
LCSI	: Listening Comprehension Strategy Inventory
IAIN	: Institut Agama Islam Negeri
TOEFL	: The Test of English as a Foreign Language
EFL	: English Foreign Language
L2	: Second Language
KMO	: Kaiser-Meyer-Olkin



## **CHAPTER I**

### **INTRODUCTION**

This chapter describes; background of the study, problem of the study, objective of the study, hypothesis of the study, scope and limitation, significant of the study and definition of key terms.

#### **A. Background of the Study**

It is widely accepted that anxiety plays a crucial role while learning a foreign language. Although anxiety is often associated with fear, frustration and negative arousal, student learning anxiety is thought to be a unique type of anxiety peculiar to learning a student. It has been reported that in language classes students who suffer from FL anxiety become frightened by the tests, tend to sit passively in the classroom, are reluctant to do activities that could improve their language skills and are unable to use effective learning strategies (Flowerdew, 1994). Among these, one of the kind of skill in which little research has been carried out is FL listening anxiety and possible solutions to overcome this skill specific language anxiety is still not convincing (Gonen, 2009).

Anxiety appear because lack of understanding of strategies in learning. Language learning strategies are one of the main factors which determine how successful students will be in learning a second or a foreign language. That is why it is important that learners are aware of various

listening strategies and their significant role in the listening process. Gonen (2009:45) claims that



“ although strategies are used generally by successful FL learners, using strategies specific to language skills is important for achieving success in these skills.” In fact, learners are not passively receiving input while listening, rather, they need to actively choose, employ and evaluate their listening strategy use to achieve successful comprehension (Rubin, 1995).

Although studies on skill specific anxieties such as listening anxiety are still rare, importance of FL anxiety has been realized by some researchers in recent years. Vogely (1998) focused on listening comprehension anxiety and what strategies can be employed to help learners deal with this anxiety more effectively. This study yielded that the nature of speech has an effect on the listener's anxiety level. The use of unfamiliar topics or unfamiliar vocabulary in the listening text was another problem reported by the students. The nature of the listening comprehension practice and insufficiency of listening times were other reported causes for anxiety. Vogely's research also proposed that the use of listening strategies could help relieve student anxiety toward a listening comprehension activity.

Based on those explanations and theoretically, it probably has positive correlation between student's listening anxiety and listening learning strategy. However, there are few research on listening anxiety one of them Erlina, Inderawati and Hayati (2016) found the influence of listening anxiety to listening comprehension of english. They use questionnaires and tests. Their result found that the anxiety in listening influences very weak to listening comprehension of english education study program of Sriwijaya University.

In Turkey, Gonen (2009) found the relationship between FL listening anxiety and FL listening strategies. He used questionnaire FLLAS and LSCI. The result of this study found that the listening strategy had relevance to the level of students' anxiety. Erlina, Inderawati and Hayati's research (2016) contradicts Gonen's study (2009) which found relevance between FL listening anxiety and FL listening strategies. However, their research tried to find the positive result of their research.

In this research, the researcher has a different study that involving 46 students at IAIN Palangka Raya. This study included students at 8th semester of English Study Program who is active and take the TOFL test, which amounted to 46 students at IAIN Palangka Raya. 8th semester students are required to take a TOFL test because to meet the requirements of the final exam or munaqasah which includes 3 sections and one of them is listening section. This causes anxiety to arise when students take the test, because they are required to graduate with a predetermined score. Through questionnaire FLLAS and LSCI to measure their anxiety's level, to know their strategy used and also to know the correlation between their anxiety and their strategy learning listening.

The issues presented above were found to be interesting and worth to be researched under the title **The Correlation Between Student's Listening Anxiety and Listening Learning Strategy.**

## **B. Research Problem**

Research problem of this study is “What is the correlation between students’ listening anxiety and listening strategy?”.

## **C. Objective of the Study**

The objective of this study to know the correlation between students’ listening anxiety and listening strategy.

## **D. Hypothesis of the Study**

There are two hypothesis in this study. Alternative hypothesis and Null hypothesis that will be interpret as follows:

Ha : There is correlation between students’ listening anxiety and listening strategy.

Ho : There is no correlation between students’ listening anxiety and listening strategy.

## **E. Assumption**

The assumption of this study is when the student's anxiety level is low then the students’ strategies used are effective.

## **F. Scope and Limitation**

The scope of this study is an analysis on listening which included students' anxiety after taking the TOFL test which includes listening section and their strategy used in answer the listening section. This study is also limited to the students at 8th semester of English Study Program who is active and take the TOFL test of IAIN Palangkaraya. Who is included two factor such as Tension and worry over English listening audio and Lack of confidence in listening to audio.

## **G. Significance of the Study**

Theoretically, this study gives information about the students' ability of English study program of IAIN palangkaraya in using listening strategy and the anxiety of the students in English study program of IAIN palangkaraya on listening comprehension.

Practically, this study has some significances: first, for the students, the students will know their listening comprehension by using their strategy, the level of their anxiety, so that they can to decrease their anxiety on listening comprehension by using their strategy. Second, for the lecturer, this study gives the information about students' listening anxiety and their strategy used on listening comprehension, so that the lecturer can gives better teaching to the students especially for students who have anxiety more than another students. Third, for the next researcher this study can be reference in their research.



## H. Definition of Key Terms

### 1. Listening

Listening refers to *neurological cognitive* regarding the processing of auditory stimuli received by the auditory system. Listening is an interactive process of recognition, perception, and understanding of the oral input (Vandergrift, 2002) and “an intention to complete a communication” (Rost, 2002, p. 40).

### 2. Listening Anxiety

Listening Anxiety occurs when students feel they are faced with a task that is too difficult or unfamiliar to them (Scarcella and Oxford, 1992).

Listening anxiety is a feeling of worry over caused by lack of self-confidence, lack of focus and lack of knowledge about strategies in learning listening. Furthermore, this listening anxiety more directed at students who take the TOFL test. Test of English as a Foreign Language (TOEFL) is a standardized test to measure the English language ability of non-native speakers wishing to enroll in English-speaking universities.

### 3. Listening Strategy

Language learning strategies refers to steps taken by learner to enhance the acquisition, storage and retention (Oxford and Crookall, 1989).

Listening strategy is a way that students used to facilitate in learning listening and to reduce excessive anxiety caused by lack of knowledge.

#### 4. Correlation

Correlation refers to relation existing between phenomena or things or between mathematical or statistical variables which tend to vary, be associated, or occur together in a way not expected on the basis of chance alone.

#### 5. TOEFL

TOEFL (The Test of English as a Foreign Language) refers to a test which as one of the most commonly used around the world in order to measures non-native English speakers' in their English proficiency.

Correlation refers to relation existing between phenomena or things or between mathematical or statistical variables which tend to vary, be associated, or occur together in a way not expected on the basis of chance alone.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about related studies, listening, listening anxiety, listening strategy.

#### **A. Related Studies**

There have been many researches show that Listening anxiety gave significant influence. One of the research written by ( Gonen, 2010) Entitled Relationship Between FL Listening Anxiety And FL Listening Strategies: The Case Of Turkish Efl Learners. This study yielded that a negative association between FL listening anxiety and strategy use. Listening anxiety may arouse when the students do not understand what they are going to do or what kind of information s/he should concentrate on for selective listening.

In the same vein, Serraj and Noordin (2013) explored the relationship among Iranian EFL students" foreign language anxiety, foreign language listening anxiety and their listening comprehension. The results indicated that there was a reverse correlation between foreign language listening anxiety and listening comprehension. In addition, the results revealed that foreign language listening anxiety had a negative effect on Iranian EFL learners" listening comprehension.

Another case with this study which shows that there was a reverse correlation between foreign language listening anxiety and listening comprehension (Afshar and Hamzavi, 2014) research's entitled The

Relationship among Reflective Thinking, Listening Anxiety and Listening Comprehension of Iranian EFL Learners: Does Proficiency make a Difference?. The findings indicated that students had lack of self-confidence and tension over listening comprehension, which are considered as two main sources of listening anxiety.

Integrating listening strategy to EFL activities is effective (Ai-hua Chen, 2015). Research's entitled The Impacts of Listening Strategy Instruction on Strategy Use and Listening Performance of EFL Learners. The quantitative instruments were conducted to examine the differences in strategy use and listening performances from the pre-test to the post-test between the experimental and control groups. In addition, the qualitative instruments of reflective journals were employed in the experimental group to explore learners' strategy changes over time. There were significantly positive changes in using listening strategies, in self-directed learning and in listening performance for the experimental group. It means that listening strategy instruction should be integrated in the EFL listening classroom to help learners become more effective listeners.

Moreover, Serraj's research (2015) that focused on Listening Anxiety in Iranian EFL learners revealed factors that influence listening anxiety. The factors that were identified as having influence on listening anxiety are divided into three categories, i.e. individual factors, input factors and environmental factors as illustrated in the figure above. The individual factors include factors that refer to the individuals' characteristics and situation of

learners and include nerves and emotionality, using inappropriate strategies and lack of practice. The environmental factors, on the other hand, include factors that exist in the classroom atmosphere and influence the learners' level of listening anxiety. These include instructors, peers and class environment. Input factors refer to characteristic of listening input including lack of time to process, lack of visual support, nature of speech and level of difficulty. It was shown that these factors have impact on learners' listening anxiety. Finally, when a higher level of listening anxiety is observed among language learners, students tend to have lower performance in listening tasks.

Rahimil and Soleymani (2015) focused to investigate The Impact of Mobile Learning on Listening Anxiety and Listening Comprehension. As a result, it was revealed that doing listening activities by mobile devices has a significant effect on reducing language listening anxiety. The results of this study indicated that mobile learning did have a significant effect on the listening comprehension ability of experimental group, and reduced the listening anxiety level of language learners.

Erlina, Inderawati and Hayati (2016) focused on The Influence of Listening Anxiety to Listening Comprehension of English Education Study Program Students of Sriwijaya University. This study found that there was a negative influence was between listening anxiety and listening comprehension. This is in line with Elkafaifi (2005, p. 211), which revealed that the loss of confidence and look down capability may cause doubts in the ability to listen to endless fear of listening to a foreign language. Further

analysis using simple regression shows that anxiety in listening accounted for 18% for listening comprehension. It means that anxiety in listening influences very weak to listening comprehension of English Education Study Program of Sriwijaya University.

In a recent study on FL listening anxiety, Al-Sawalha (2016) aims to investigate how listening anxiety affects the listening process of EFL students at Jerash University in Jordan. In fact, all these studies have shown a common weakness experienced by Jordanian EFL students in language skills, especially in writing and speaking. It cause the teaching of EFL only focuses on preparing students for the (Tawjihi) examination and also for the Jordanian universities entrance examination. Therefore, they concentrate on testing students' skills such as writing and reading and ignore the other skills like listening. Al-Sawalha (2016) study recommended to make an english language listening clinics in the English department at Jerash University to provide students with help whenever needed.

Furthemore, Molla and Tesisa (2017) investigated The Relationship Between Foreign Language Listening Anxiety and Listening Comprehension show that the mean differences were statistically significant between the low anxiety and average anxiety, low anxiety and high anxiety and average anxiety and high anxiety. This finding is in line with the findings of Aneiro (1989), Elkhafaifi (2005), Mills, Pajares and Herron (2006), Wang (2010) and Kimura (2011). These studies also revealed that learners' anxiety varies according to their level of ability in foreign language listening. Pearson's



Moment of Correlation Coefficient indicated that there was strong negative relationship between FL listening comprehension and listening anxiety with ( $r = -.918, p = .000 < .05$ ). With respect to the differences in the level of anxiety among low, average, and high achiever students, the study showed that the majority of the students experience high level of anxiety.

In conclusion, the findings of the current study as examined by the second research question provide empirical support for the prediction that listening anxiety and listening strategy are positively related. By all of related studies, there is differences between related studies with this study, such as sample selection. In this study, the researcher choose students on 8th semester in college which is only reserved for active students and also take the TOFL test.

## **B. Listening**

Listening is an indispensable part of our daily life. In every instance we are involved in interaction, we need the mastery of listening skill for effective communication. While learning a foreign language, listening becomes more important as our learners need to understand at least what is said to them for successful communication. Rivers (1981) pinpoints the necessity of developing listening skill for a FL learner as aural comprehension is the essential element in act of communication. However, it is important to keep in mind that listening is not always in a participatory mood. Learners may also be involved in non-participatory listening in which

they do not take part in actual interaction with the interlocutors, but listen in a rather passive mood ( Hedge, 2000). No matter how listening is carried out in the language classroom, students need to develop effective listening skills and strategies to cope with the difficulties of listening in FL.

### **C. Listening anxiety**

While learning a foreign language, listening becomes more important as learners need to understand what is said to them for successful communication. Rivers (1981) stated that the necessity of developing listening skill for a FL learner as aural comprehension is the essential element in an act of communication. However, this skill is usually anxiety provoking. Christenberry (2003) underlined the problematic nature of listening and stressed that it is an incredibly difficult area to teach properly; thus, it is likely to cause anxiety. Furthermore, Vogely (1999) clearly emphasized that one of the most ignored but potentially one of the most debilitating type of anxiety is the anxiety accompanying listening comprehension. MacIntyre (1995) believed that listeners in L2 worry about misunderstanding or non-understanding, and they fear embarrassing outcomes. Chastain (1979) also stated that since listening is a complex skill, students have the fear of understanding the message and interpreting it correctly.

With regard to the cause of listening anxiety, Gonen (2009) stated that learners may feel anxious while listening in the target language due to many factors such as the authenticity of the listening text, incomprehensibility of



the listening material and some external environmental factors like noise and inaudibility. According to Dunkel (1991), why many students complain about the difficulties of listening in FL may also depend on feelings of inadequacies or lack of confidence. Other variables were identified by Vogely (1998), who looked at sources of listening anxiety among learners of Spanish at an American university, as reported by the students themselves. Half of their responses focused on the characteristics of the input (nature of the speech, level of difficulty, lack of clarity, lack of visual support, and lack of repetition) as being a major source of anxiety.

Furthermore, there are two factors that influence the students in a listening process namely tension and worry over English listening and lack of confidence in listening to audio (Kim, 2000). That factor can obstruct the students to understand the message from the speaker.

**- Tension and worry over English listening audio**

According to Kim (2000), tension and worry over English listening is the condition that is related to listening apprehension. The listeners can feel anxious in listening to the speaker. The situation can be seen when the students is quickly forgetting of what is heard, not recognising the words they know, understanding the message but not the intended message and neglecting next part while thinking about meaning (Goh, 1999). Listening anxiety refers to more specific feelings and condition where the anxiety happened. Therefore, the students feel tense or anxious when they cannot do listening well.

**- Lack of confidence in listening to audio**

According to Kim (2000), lack of confidence can be experienced by the students who have experiences of failure listening activities. Negative experienced causes the students to have negative memories in listening practices. It affects the students when they are listening to the speaker. Therefore, the lack of confidence and failure experience in listening caused listening anxiety ( Kim, 2000).

In this study the researcher used instruments that took from Gonen's research such as Foreign Language Listening Anxiety Scale (FLLAS).

**Foreign Language Listening Anxiety Scale (FLLAS)**

FLLAS is originally developed by Elkhafaifi (2005). It is a 5-point Likert type scale (ranging from Strongly Disagree to Strongly Agree) consisted of 33 items. The response continuum as follow:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

**Table 2.1 Indicator of Foreign Language Listening Anxiety Scale (FLLAS)**

Numbers of Question	Official Statement
Question Number 1-13	To know the information about students' low anxiety level.
Question Number 14-27	To know the information about students' medium anxiety level.
Question Number 28-33	To know the information about students' high anxiety level.

In this table explain about indicator of questionnaire that used to measure students' listening anxiety level.

#### **D. Listening Learning Strategy**

In order to understand the meaning of listening strategies, at first, it is better to know the meaning of language learning strategies. Language learning strategies are “the techniques or devices that a learner may use to acquire knowledge” (Rubin, 1975, p. 43). Oxford and Crookall (1989) stated that language learning strategies are steps taken by learner to enhance the acquisition, storage and retention. “Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input” (Ho, 2006, p. 25). According to Gonen(2009), “As for listening, employment of listening strategy use is of crucial importance due to the online processing that takes place during

listening. That is, learners have to decode the message, understand and interpret it in the course of listening” (p. 45).

### **E. Types of Listening Learning Strategy**

O'Malley, Chamot and Kupper (1989) classified listening comprehension strategies based on research findings on the effective strategy use of successful FL/SL listeners. This classification includes meta-cognitive listening comprehension strategies, cognitive listening comprehension strategies, and social affective listening comprehension strategies.

The metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies deal with knowing about learning. It means that learners learn how to learn with metacognitive strategies. With the help of this language learning strategy, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, exactly like pre tasks activities (Holden, 2004). Learners check up and appraise their comprehension of the listening text by the use of metacognitive strategies. On the other hand, the cognitive strategies are separate learning activities and they are basically activities that are used by learners in order to understand the linguistic input and get knowledge. For example, when a learner finds a difficult word in a text and inferring the meaning of that word from the context, in fact he used the cognitive

strategy. In addition, cognitive strategies are those that control the input or use a certain skill to complete a particular task (Holden, 2004; Meang, 2006; Griffith, 2004; Azumi, 2008; Martinez, 1996). According to O'Malley and Chamot (1990), cognitive strategies are strategies that "reflect mental manipulation of tasks", such as practicing and analyzing, enable learners to understand and produce new language by many different ways. And the last one, social/affective strategies refers to strategies that learners use to learn by interaction with their classmates and questions that are asked from teacher to understand the special subject, or remove or lower their anxiety.

However, just a small number of researchers have tried to study the listening strategy use and L2 listening ability like Vandergrift (1997; 2003), Goh (2002) and Liu (2008).

A successful listener can focus on the subject he is hearing, design what to listen for, use both bottom-up processing (like textual cues) and top-down processing (like prior knowledge and experience), but unsuccessful listeners primarily use bottom-up processing, listen word by word, and use other strategies by chance. As Goh (2002) revealed in his research, more skillful listener adopts both cognitive and metacognitive strategies in order to understand most of the text that he listens for. He can also use his "prior knowledge of linguistic cues, and contextual information". Whereas less skillful listeners use just a number of

strategies, and they frequently confused by unfamiliar words and phrases that they encounter in listening text (Liu, 2008, p. 87)

It is assumed that employment of effective strategies during listening comprehension in FL may help to overcome the anxiety listening imposes on FL learners. Since anxiety is an obstacle for effective listening and hence speaking, then the ways to overcome such anxiety is important for FL educators and learners.

In this study the researcher also used instruments that took from Gonen's research such as Listening Comprehension Strategy Inventory (LCSI).

### **Listening Comprehension Strategy Inventory (LCSI)**

The listening comprehension strategy inventory (LCSI) developed by Gercek (2000). There are a total of 39 items and all the items were based on the previous studies in FL listening strategies. The scale is a 5-point Likert type. The construct validity of the scale was measured through a factor analysis. Internal reliability of the scale was measured as .72 which indicated a high level of reliability. LCSI is developed to be used with Turkish EFL learners; thus it was quite appropriate to use for the purposes of the study.

**Table 2.2 Classification of 39 Strategies in the English**

### **Listening Comprehension Strategy Scale**

<b>Metacognitive Strategies</b>	
---------------------------------	--



Pre-Listening Planning Strategies	Statement No. 1-3
While-listening Monitoring Strategies	Statement No. 4-6
Post-listening Evaluation Strategies	Statement No. 7-10
<b>Cognitive Strategies</b>	
Cognitive Formal Practicing Strategies	Statement No. 11, 12, 17, 18
Cognitive Translation	Statement No. 13
Cognitive Bottom-up Strategies	Statement No. 14-16 & 33
Cognitive Top-down Strategies	Statement No. 19-32
<b>Social/ Affectives Strategies</b>	
Social Strategies	Statement No. 34-35
Affective Strategies	Statement No. 36-39

In this table explain about classification of questionnaire that used to know students' listening learning strategy.

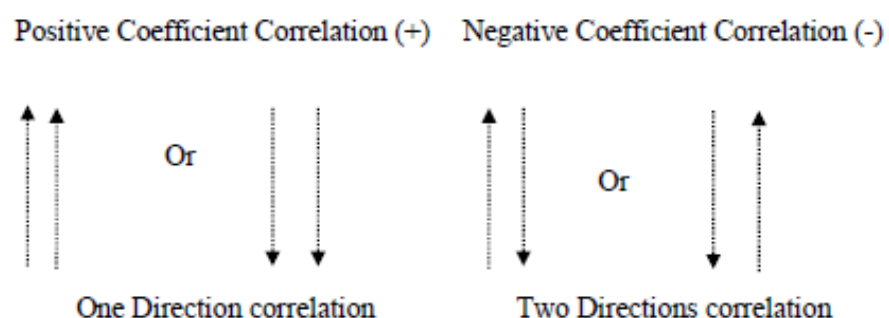
## F. Correlation

According to Tony and Maggie (1998, p. 327) correlation study is concerned with determine the extent of correlation between variables. They enable one to measure the extent to which variations in one variables are associated with variations in another the magnitude of the relation determined through the use of the coefficient of correlation.

Meanwhile, Ary et al (2010, p. 639) stated that correlation is a technique for determining the variation between sets of scores, paired scores may vary directly (increase or decrease together) or vary inversely (as one increase, the other decreases, correlation research is research that attempts to determine the extent and the direction of the relationship between two or more variables. Correlation studies are used to look for a relationship between variables or more. There are two possible results of a correlation study (Sapsford & Jupp, 2006, p. 225):

- a. Positive correlations: both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.
- b. Negative correlation: indicates that as a number of one variables increases, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicates a strong negative correlation

**Figure 2.1 The Coefficient Correlation**





It can be concluded that correlation is to look for about the causal relationship between two or more aspects that be related. This relationship could be in different supporting variables or not. The sign (+ or -) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, this means that as one variable increases, the other also increases. The size of the correlation coefficient indicates the strength of the relationship between the variables. The coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship). A perfect positive relationship means that for every z-score unit increase in one variable there is an identical z-score unit increase in the other. A perfect negative relationship indicates that for every unit increase in one variable there is an identical unit decrease in the other (Ary, et al., 2010, p. 350).

#### **G. TOEFL**

TOEFL is created by the National Council on the test of English as a foreign language in 1964 (ETS:2015). Therefore, ETS (Educational Testing Service) built and manage the TOEFL test. It was made to

measure non-native speaker ability in English. It was usually required by the college on university abroad (ETS:2009).

### **1. TOEFL in IAIN Palangka Raya**

Students' English proficiency in IAIN Palangka Raya is measured through TOEFL PBT (Paper-Based Test) or TOEFL ITP (Institutional Testing Program), where the total time of each examine spends is 2 hours which usually started from 9 am up to 11 am. It is divided into three sections, those are listening comprehension section, structure and written expression, and reading comprehension and vocabulary section.

Moreover, students of English Education Study Program must pass the TOEFL test at least 500 points and this test conducted by Language Development at IAIN Palangka Raya. The students have to do the TOEFL test after the TOEFL training in the fifth semester during 16 meetings. TOEFL training aims to train students so that they can accustom with the TOEFL test and also in that course the students also learn some tips to pass the TOEFL test. Whereas, TOEFL test is one of requirement for thesis examination, the students facilitated with one year opportunity to do TOEFL test with free payment. It is meant that the students do not have to pay to do TOEFL test during two-semesters (7<sup>th</sup> and 8<sup>th</sup>) with 10

opportunities. But, in fact, not many students can pass the TOEFL test on that occasion.

In this study only focuses on students who have taken the TOEFL test or who have passed the listening section.



## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter present, research design, population and sample, research instrument, data collections procedure and data analysis procedure.

#### **A. Research Design**

The research design of this study was a quantitative design approach. Quantitative research deal with questions of relationship, cause, and effect, or current status that writer can answer by gathering and statitically analyzing numeric data (Ary, 2010, p. 39). This study tried to explain a relationship or correlation between Students' Listening Anxiety and Listening Learning Strategy of English Education Study Program Academic Year 2015 in IAIN Palangka Raya. Therefore, this study need numerical data and analyzed by a statical method.

#### **B. Research Type**

The type of quantitative research in this study was correlation design. Correlation research is research that attempts to determinethe extent and the direction of the relationship between two or more variables. Creswell (2012) states that “a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently”. The correlation method used in this

research since it is intended to investigate the correlation between the variables (Arikunto, 2007, p. 247).

Correlational research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of this variables (Ary, 2010, p. 648). Therefore, the purpose of a correlational study is to understand relationship among characteristic of people or other entities. In other word, the purpose is to determine relationships between or among variables or also to make predictions (Johnson, 2009, p. 49).

### **C. Place and Time**

This research was conducted at IAIN Palangka Raya and the data was conducted on Tuesday, 18<sup>th</sup> June 2019 for students FLLAS (Foreign Language Listening Anxiety Scale) and LSCI (The Listening Comprehension Strategy Inventory).

### **D. Population and Sample**

#### **1. Population**

A population is the larger group about which the generalization made. According to Fraenkel, Wallen and Hyun (2011, p. 105) the term of population, as used in research, refers to all members of particular group. The population of this study were all of students at

8th semester of English Study Program at IAIN Palangka Raya who is active and take the TOFL test, which amounted to 46 students at IAIN Palangka Raya. All the students are monolingual speakers of Indonesia and they are learning English as a foreign language. The student taking various courses related to FL such as reading, writing, speaking and listening, and grammar. Developing essential listening skills is crucial for these students to pass the course and be able to speak effectively in the target language.

## **2. Sample**

A sample is a subset of the population that is representative of the whole population. It means that it requires that all relevant characteristics of the population should be known. The subgroup of the target population (Creswell, 2012, p. 142). Fraenkel et al. (2012, p. 91) states that sample is the selection of the group who will participate in the study. The researcher concluded that a sample is a limited number of elements from a proportion to represent the population. In this research, the researcher used purposive sampling in order to select the sample or the participant. The purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Crossman: 2018).

The reason why the researcher chooses purposive sampling technique is that considered with the aims of this research which is to find the correlation between Students' Listening Anxiety and Listening Learning Strategy of students of English Education Study Program academic year 2015 of IAIN Palangka Raya. Since in purposive sampling technique the sample has been chosen for a specific purpose. The main characteristic that must be owned by the sample involved in the research. As this research concern to Students Listening Anxiety and Listening Learning Strategy, the sample was taken from students of English Education Study Program academic at 8th semester because they have been done TOEFL test for thesis requirement.

#### **E. Research instrument**

To evaluate listening anxiety, the participants will be administered the Foreign Language Listening Anxiety Scale (FLLAS) developed by Kim (2000) that has been modified by researcher that provide Indonesian translations on each item. The FLLAS consists of 33 Likert-scale items. The respondents will asked to answer the questions by indicating the degree of their agreement or disagreement with the items of the questionnaire on a five-point scale. This instrument will be piloted with 46 participants similar to those of the study and KMO. Kaiser-Meyer-Olkin (KMO) is a measure of how suited the data for Factor Analysis. The test to measure of sampling adequacy was run to ensure its validity



and to determine whether it will be an appropriate and suitable instrument for the Iain context.

The second instrument will be administered to the subjects is The Listening Comprehension Strategy Inventory (LCSI) developed by Gerçek and also has been modified by researcher that provide Indonesian translations on each item. There are a total of 39 items and all the items will be based on the previous studies in FL listening strategies. The scale is a 5-point Likert type. The construct validity of the scale will be measured through a factor analysis. Internal reliability of the scale was measured as .72 which indicated a high level of reliability. LCSI is developed to be used with Turkish EFL learners; thus it was quite appropriate to use for the purposes of the study.

In this research, the data that the researcher used the list of students at 8 semester in English Education Study Program in IAIN Palangka Raya to look for the number of overall active students and students that have already taken TOEFL.

In conclusion the data need from this research are:

- 1) Numbers of 8<sup>th</sup> semester students' and the students who have already taken TOEFL test.
- 2) Answer of FLLAS questionnaire
- 3) Answer of LSCI questionnaire

## **F. Validity**

One of the requirements of a good instrument is the instrument must be valid. Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Validity is the most important consideration in developing and evaluating measuring an instrument. Based on Ary et al (2010: 224) Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Spolky stated that there are several types of validity:

### **a. Face Validity**

It is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examiners believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test (Heaton, as cited in Prastica, p. 65). In this study, the researcher directly asked and some via online to fill the FLLAS and LSCI questionnaire. Researcher believe both of the questionnaire were valid.

### **b. Content Validity**

Content Validity is to have teachers or subject matter experts examine the test and judge whether it is an adequate sample of the content and objectives to be measures (Ary, Jacobs, Razavieh &

Sorenson, 2010, p. 224). The answer sheet questionnaire students took and measured by SPSS 16.00 and the data were reliable.

### **G. Reliability**

According to Ary (2010: 237), the reliability of a measurement the instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kinds of measurement. On a theoretical level, reliability is concerned with the effect of the error on the consistency of scores. Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. In this study, the researcher measure the students FLLAS and LSCI questionnaire with Split-Half method, so that the test surely reliable.

### **H. Data Collection Procedure**

- a. First, the researcher would choose the place to do research.
- b. Second, the researcher would took permission before start the research to the partisipants. In this research, the researcher only focus on English Education students on 8<sup>th</sup> semester that took TOFL test.
- c. Third, the researcher would distributed the FLLAS and LSCI questionnaire.

- d. Fourth, It would take nearly 40 minutes for them to complete these two questionnaires.
- e. Fifth, the researcher would check the answer from both of the questionnaires (FLLAS and LSCI).
- f. Then, the researcher would measure the answer from the questionnaire of participants.

## **I. Data Analysis**

### **1. Normality Test**

Before the researcher calculated the data, the researcher had to analyze the normality and homogeneity of the data. The examination of normality is necessary to know whether the data has been normally distributed or not. In short, a normality test is used to see if the distribution of all data were normal or not, meanwhile the data from documentation (students' Listening Anxiety and Listening Learning Strategy). The researcher uses SPSS 16.0 to test the normality. In SPSS 16.0 application, there are two kinds of normality test: those are Kolmogorov-Smirnov and Shapiro-Wilk. Therefore, there are two criteria of SPSS application:

- 1) If respondents  $\geq 50$ , the normality uses Kolmogorov-Smirnov.
- 2) If respondents  $\leq 50$ , the normality uses Shapiro-Wilk.

Meanwhile, the criterion of hypothesis is:

H<sub>0</sub>: Significant Score  $> 0.05$

H1: Significant Score < 0.05

## **2. Homogeneity Test**

The next step is calculating the homogeneity of data. The reason of this calculation is to find out whether the data or the sample in this study are homogenous or heterogeneous. Homogeneity test is used to know whether the participants who are decided, come from population that has relatively same variant or not. Therefore, the researcher used SPSS 16.0 program to analyze the result of homogeneity test, and consider with those following criteria:

1. If the significant value is lower than 0.05, so the data population among the students is different
2. If the significant value is higher than 0.05, so the data population among the students is not different.

## **3. Linearity Test**

In measuring the data linearity, test for linearity was applied. It measured whether Students' Listening Anxiety towards Listening Learning Strategy. The data linearity is found whenever the p-output was higher than 0.05, and F-value was lower than F-table.

## **J. Data Analysis procedure**

The data gathered through the above two instruments will be organized and analyzed to answer the research questions of the study. The data obtained from the listening comprehension strategy inventory (LCSI) and FLLAS questionnaire will be analyzed quantitatively by using the latest SPSS version windows 16 (Special Software called Statistical Package for Social Sciences). In order to analyze the data gathered through LCSI and FLLAS questionnaire and to investigate the relationship between FL listening strategy and listening anxiety, Pearson's Product Moment of Correlation will be used. Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. According to Hatch and Farhady (1981), there are some underlying assumptions that have to be met for Pearson correlation analysis.

The assumptions are:

1. the two variables are continuous,
2. scores on X and Y are independent of each other, and
3. the relationship between X and Y is linear.

Since the collected data met these assumptions, Pearson product moment correlation was the appropriate method to be used.

In order to determine how strong the relationship is between two variables, a formula must be followed to produce what is referred to as the coefficient value. The coefficient value can range between -1.00 and

1.00. If the coefficient value is in the negative range, then that means the relationship between the variables is negatively correlated, or as one value increases, the other decreases. If the value is in the positive range, then that means the relationship between the variables is positively correlated, or both values increase or decrease together. The researcher give an example of the process of formula for conducting the Pearson correlation coefficient value. First: the researcher make a chart with data's example for two variables. After that the researcher labeling the variables ( $x$ ) and ( $y$ ), and add three more columns labeled ( $xy$ ), ( $x^2$ ), and ( $y^2$ ). A simple data chart might look like this:

**Table 3.1 Example data chart of Pearson Product Moment**

<b>Perso n</b>	<b>Age (<math>x</math>)</b>	<b>Score</b>	<b>(<math>xy</math>)</b>	<b>(<math>x^2</math>)</b>	<b>(<math>y^2</math>)</b>
1					
2					
3					

More data would be needed, but only three samples are shown for purposes of example. The second: the researcher complete the chart using basic multiplication of the variable values.



**Table 3.2 Example of input variable values in Pearson Product**

**Moment**

Person	Age (x)	Score (y)	(xy)	(x <sup>2</sup> )	(y <sup>2</sup> )
1	20	30	600	400	900
2	24	20	480	576	400
3	17	27	459	289	729

After the reseacher have multiplied all the values to complete the chart, add up all of the columns from top to bottom.

**Table 3.3 Example of columns addition in Pearson Product**

**Moment**

Perso n	Age (x)	Score (y)	(xy)	(x <sup>2</sup> )	(y <sup>2</sup> )
1	20	30	600	400	900
2	24	20	480	576	400
3	17	27	459	289	729
Total	61	77	1539	1265	2029

The researcher use this formula to find the Pearson correlation coefficient value.

Once the researcher complete the formula above by plugging in all the correct values, the result is the coefficient value! If the value is a negative number, then there is a negative correlation of relationship strength, and if the

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- N = number of pairs of scores
- $\sum xy$  = sum of the products of paired scores
- $\sum x$  = sum of x scores
- $\sum y$  = sum of y scores
- $\sum x^2$  = sum of squared x scores
- $\sum y^2$  = sum of squared y scores

value is a positive number, then there is a positive correlation of relationship strength. Note: The above examples only show data for three people, but the ideal

sample size to calculate a Pearson correlation coefficient should be more than ten people.

Formula of Pearson Product Moment:

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data which had been collected from the research in the field of study which consists of data presentation, research findings, and discussion.

#### A. Data Presentation

##### 1. Analysis of Students' Listening Anxiety and Listening Learning Strategy

As the researcher has been mention in chapter III, in collecting data for students' listening anxiety the reseacher only focus on students that have taken TOEFL test especially listening section.

This is the data analysis of Students' Listening Anxiety and Listening Learning Strategy on each questionnaire, as follow:

##### a. FLLAS Questionnaire

**Table 4.1 Data Analysis Questionnaire FLLAS**

No	Item	N	Mean	St. Dev
1	When listening to english, I tend to get stuck on one or two unknown words	35	4,07	1,067
2	I get nervous if a listening passage is read only once during English listening tests	35	3,27	1,178
3	When someone pronounces words differently from the way I pronounce them, I find it difficult to understand	35	3,42	1,065
4	When a person speaks English very fast, I worry that I might not understand all of it	35	3,71	0,750

5	I am nervous when I am listening to English if I am not familiar with the topic	35	3,4	1,090
6	It easy to guess about the parts that I miss while listening to English	35	2,94	0,838
7	If I let my mind drift even a little bit while listening to English, I worry that I will miss important ideas	35	3,94	0,838
8	When I am listening to English, I am worried when I cannot watch the lips or facial expression of a person who is speaking	35	2,97	1,248
9	During English listening tests, I get nervous and confused when I do not understand every word	35	3,54	0,950
10	When listening to English, it is difficult to differentiate the words from one another	35	3,03	1,098
11	I feel uncomfortable in class when listening to English without the written text	35	2,91	0,919
12	I have difficulty understanding oral instructions given to me in English	35	2,63	0,942
13	It is hard to concentrate on what English speakers are saying unless I know them well	35	2,4	0,812

Table 4.1 explained about students' low anxiety level. In this tabel the high mean of the questionnaire is item number 1 that have statement "When listening to english, I tend to get stuck on one or two unknown words". It is mean that the most students' problem when they listening english is they stuck on unknown words or unfamiliar words. Then, it followed by items number 4 and 9 that have statement "When a person speaks English very fast, I worry that I might not understand all of it" and "During English listening tests, I get nervous and confused when I do not understand every word". These item are the most problem in students' low anxiety level.

**Table 4.2 Analysis Questionnaire FLLAS**

No.	Item	N	Mean	St. Dev
14	I feel confident when I am listening in English	35	3,14	0,810
15	When I am listening to English, I often get so confused I cannot remember what I have heard	35	3,14	0,944
16	I fear I have inadequate background knowledge of some topics when listening to English	35	3,46	1,010
17	My thoughts become jumbled and confused when listening to important information in English	35	2,83	1,224
18	I get worried when I have little time to think about what I hear in English	35	3,23	0,942
19	When I am listening to English, I usually end up translating word by word without understanding the contents	35	2,29	0,926
20	I would rather not have to listen to people speak English at all	35	2,11	1,022
21	I get worried when I cannot listen to English at my own pace	35	3,26	0,817
22	I keep thinking that everyone else except me understands very well what an English speaker is saying	35	3	1,372
23	I get upset when I am not sure whether I understand what I am listening in English	35	2,89	1,255
24	If a person speaks English very quietly, I am worried about understanding	35	2,74	0,919
25	I have no fear of listening to English as a member of an audience	35	3,31	1,051
26	I am nervous when listening to an English speaker on the phone or when imagining a situation where I listen to an English speaker on the phone	35	2,6	0,775
27	I feel tense when listening to English as a member of a social gathering or when imagining a situation where I listen to English	35	2,97	1,175

	as a member of a social gathering			
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Table 4.2 explained about students' medium anxiety level. In this table the high mean of the questionnaire is item number 16 that have statement "I fear I have inadequate background knowledge of some topics when listening to english". It is mean that the most problem in this table is lack of background knowledge so that they are afraid or hesitant in choosing answers. Then, it followed by item number 25 and 21 that have statement "I have no fear of listening to English as a member of an audience" and "I get worried when I cannot listen to English at my own pace".

**Table 4.3 Analysis Questionnaire FLLAS**

No.	Item	N	Mean	St. Dev
28	It is difficult for me to listen to English when there is even a little bit of background noise	35	3,49	0,981
29	Listening to new information in English makes me uneasy	35	2,43	0,917
30	I get annoyed when I come across words that i do not understand while listening to English	35	3,34	1,083
31	English stress and intonation seem familiar to me	35	3,57	0,698
32	When listening to English, I often understand the words but still cannot quite understand what the speaker means	35	3,17	1,098
33	It frightens me when I cannot catch a key word of an English listening passage	35	3,66	1,027

Table 4.3 explained about students' high anxiety level. In this table the high mean of the questionnaire is item number 33 that has statement "It

frightens me when I cannot catch a key word of an English listening passage”. It is mean that the most problem that student feel when they listened were they cannot catch the key word when they were listening English. Then, it followed by item number 31 and 28 that have statement “English stress and intonation seem familiar to me” and “It is difficult for me to listen to English when there is even a little bit of background noise”.

#### **b. LSCI Questionnaire**

**Table 4.4 Analysis Questionnaire LCSI**

No.	Item	N	Mean	St. Dev
1	Before listening, I clarify the objective of an anticipated listening task and purpose strategies for handling it	35	3,54	0,89
2	Before listening, I concentrate my mind on the listening task and don't pay attention to things that distract my attention	35	3,94	0,76
3	Before listening, I scan the question first, and then decide to listen for specific aspects of scripts	35	3,77	0,94

Table 4.4 details the data analysis for 3 items to identify Metacognitive Strategy especially Pre-Listening Planning Strategies. In this table, the high mean of this questionnaire is item number 2 that has statement “Before listening, I concentrate my mind on the listening task and don't pay attention to things that distract my attention”. It is mean that the first thing that students do when they were listening english only focus on the listening task. Then, it followed by item number 3 and 1 that have



statement “Before listening, I scan the question first, and then decide to listen for specific aspects of scripts” and “Before listening, I clarify the objective of an anticipated listening task and purpose strategies for handling it”.

**Table 4.5 Analysis Questionnaire LCSI**

No.	Item	N	Mean	St. Dev
4	While listening, I try to keep up with the speed	35	3,51	0,78
5	While listening, I ask my self what I am listening to or how much I have understood	35	3,29	0,89
6	I am answer of my inattention and will make myself refocus on the material	35	3,31	0,79

Table 4.5 details the data analysis for 3 item to identify Metacognitive Strategy especially While-listening Monitoring Strategies. In this table, the high mean of this questionnaire is item number 4 that has statement “While listening, I try to keep up with the speed”. It is mean that while students listening english the first thing that they do to keep up with the speed. Then, it followed by item number 6 and 5 that have statement “I am answer of my inattention and will make myself refocus on the material” and “While listening, I ask my self what I am listening to or how much I have understood”.

**Table 4.6 Analysis Questionnaire LCSI**

No.	Item	N	Mean	St. Dev
7	After listening, I self check my listening comprehension and try to correct my errors	35	3,17	0,95
8	After listening, I look up dictionary	35	2,86	1,004

	to check my comprehension			
9	After listening, I reflect on my problems or difficulties, such as, the speech rate was too fast, or the linkage was hard to identify	35	3,46	0,95
10	After listening, I use a checklist to evaluate my listening progress	35	2,86	1,004

Table 4.6 details data analysis included 3 item to identify Metacognitive Strategy especially Post-listening Evaluation Strategies. In this table, the high mean of this questionnaire is item number 9 that has statement “After listening, I reflect on my problems or difficulties, such as, the speech rate was too fast, or the linkage was hard to identify”. It is mean that the student do double check to avoid mistakes. Then, it followed by item number 7 and item number 8, 10 that have same mean they have statement “After listening, I self check my listening comprehension and try to correct my errors”, “After listening, I look up dictionary to check my comprehension” and “After listening, I use a checklist to evaluate my listening progress”.

**Table 4.7 Analysis Questionnaire LCSi**

No.	Item	N	Mean	St. Dev
11	Before listening, I preview the lesson	35	3,14	1,004
12	I use tools to understand the scripts, such as dictionary, grammar book, or encyclopedia	35	3,09	1,12
17	While listening, I write down some ideas and keywords	35	3,66	1,08
18	I remark the key points of the scripts by underlining or capitalizing	35	3,26	1,04

Table 4.7 details data analysis that included 4 item to identify Cognitive Strategy especially Cognitive Formal Practicing Strategies. In this table, the high mean of this questionnaire is item number 17 that has statement “While listening, I write down some ideas and keywords”. It is mean that while students listening English, they write the idea and keywords first. Then, it followed by item number 18 and 11 that have statement “I remark the key points of the scripts by underlining or capitalizing” and “Before listening, I preview the lesson”.

**Table 4.8 Analysis Questionnaire LCSI**

No.	Item	N	Mean	St. Dev
13	I try to translate words or sentences into my own language	35	3,51	1,29

Table 4.8 details data analysis that included 1 item to identify Cognitive Strategy especially Cognitive Translation. In this table have only one item that have statement “I try to translate words or sentences into my own language”. It is mean that students will translate into their own language to make them understand of what they have listened.

**Table 4.9 Analysis Questionnaire LCSI**

No.	Item	N	Mean	St. Dev
14	I use linguistic clues to comprehend the scripts, such as	35	2,71	1,04

	prefixes and suffixes			
15	While listening, I repeat words or phrases softly or mentally	35	2,91	0,95
16	I use pronunciation, intonation and pausing to part sentences	35	3,17	0,86
33	I try to use knowledge of my own language to facilitate listening in another ( example: cognates)	35	3,43	1,008

Table 4.9 details data analysis that included 4 item to identify Cognitive Strategy especially Cognitive Bottom-up Strategies. In this table, the high mean of this questionnaire is item number 33 that has statement “I try to use knowledge of my own language to facilitate listening in another ( example: cognates)”. It is mean that students used their own language in listening English. Then, it followed by item number 16 and 15 that have statement “I use pronunciation, intonation and pausing to part sentences” and “While listening, I repeat words or phrases softly or mentally”.

**Table 4.10 Analysis Questionnaire LCSII**

No.	Item	N	Mean	St. Dev
19	I listen for main ideas first, then details	35	3,26	0,89
20	I predict or make hypotheses on texts by titles and then verify my anticipation	35	3,09	0,98
21	I guess the meaning of unfamiliar words using known words in the surrounding context	35	3,31	0,68
22	I try to use background sounds and noise and relationship between speakers to guess the meaning of unknown words	35	3,09	1,04
23	I try to use information beyond the sentence level to guess the meaning of unknown words	35	3,23	0,94
24	I try to use the speakers' tone of voice, pause and intonation to	35	3,06	1,06

	guess the meaning of unknown words			
25	I try to think in english	35	3,31	1,05
26	I use mental or actual pictures to help me comprehend scripts	35	3,17	0,86
27	I relate new information to my personal experience or knowledge	35	3,57	0,85
28	I try to relate new knowledge to the knowledge or experience I gain from the world	35	3,57	1,09
29	I try to relate the new knowledge to the knowledge or information I gain in academic context ( textbook from university or school)	35	3,46	1,12
30	I try to use the combination of questions and world knowledge to understand the meaning	35	3,17	0,82
31	I try to use my creativity such as making a story to help me comprehend the script	35	2,89	1,02
32	I try to make a written or mental short summary of what I have listened to comprehend the meaning	35	3,03	1,01

Table 4.10 details data analysis that included 14 item to identify Cognitive Strategy especially Cognitive Top-down Strategies. In this table, the high mean of this questionnaire is item number 27 and 28 that have statement “I relate new information to my personal experience or knowledge” and “I try to relate new knowledge to the knowledge or experience I gain from the world”. It cause they have same mean that is mean in both of item students related new information to experience. Then it followed by item number 29 that has statement “I try to relate the new knowledge to the knowledge or information I gain in academic context ( textbook from university or school)”.

**Table 4.11 Analysis Questionnaire LCSI**

No.	Item	N	Mean	St. Dev
34	I ask speakers for repetition or paraphrasing to clarify comprehension	35	3,29	0,99
35	When I encounter unclear items in class, I will discuss with my classmates to clarify comprehension	35	2,94	1,21

Table 4.11 details data analysis that included 2 item to identify Social/affective Strategy especially Social Strategies. In this table, the high mean of this questionnaire is item number 34 that has statement “I ask speakers for repetition or paraphrasing to clarify comprehension”. It is mean that students did repetition for comprehension what the speaker saying. Then, it followed by item number 35 that has statement “When I encounter unclear items in class, I will discuss with my classmates to clarify comprehension”.

**Table 4.12 Analysis Questionnaire LCSI**

No.	Item	N	Mean	St. Dev
36	I try to care for the speaker's thought and feeling	35	3,34	0,91
37	I am not anxious and keep calm while listening	35	3,23	1,002
38	I encourage my self through positive self-talk	35	3,51	0,92
39	I discuss my experiences or feeling of listening with classmates	35	3	1,21

Table 4.12 details data analysis that included 4 item to identify Social/Affective Strategy especially Affective Strategies. In this table, the



high mean of this questionnaire is item number 38 that has statement “I encourage my self through positive self-talk”. It is mean that students want to always be positive self-talk. Then, it followed by item number 36 and 37 that have statement “I try to care for the speaker’s thought and feeling” and “I am not anxious and keep calm while listening”.

## 2. Questionnaire Data Frequency

**Table 4.13 Indicator of FLLAS**

No	Questionnaire	Classification				
		Strongly Disagree (1)	Disagree (2)	Neither Agree (3)	Agree (4)	Strongly Agree (5)
		Frequency Presentage	Frequency Presentage	Frequency Presentage	Frequency Presentage	Frequency Presentage
1	Item 1	1 (2.9%)	2 (5.7%)	6 (17.1%)	10 (28.6%)	16 (45.7%)
2	Item 2	3 (8.6%)	5 (14.3%)	12 (34.3%)	9 (25.7%)	6 (17.1%)
3	Item 3	1 (2.9%)	8 (22.9%)	5 (14.3%)	17 (48.6%)	4 (11.4%)
4	Item 4	- (0)	10 (28.6%)	19 (54.3%)	4 (11.4%)	2 (5.7%)
5	Item 5	3 (8.6%)	3 (8.6%)	10 (28.6%)	15 (42.9%)	4 (11.4%)
6	Item 6	1 (2.9%)	10 (28.6%)	14 (40%)	10 (28.6%)	- (0)
7	Item 7	- (0)	4 (11.4%)	1 (2.9%)	23 (65.7%)	7 (20.0%)
8	Item 8	5 (14.3%)	7 (20%)	12 (34.3%)	6 (17.1%)	5 (14.3%)
9	Item 9	- (0)	7 (20%)	6 (17.1%)	18 (51.4%)	4 (11.4%)
10	Item 10	3 (8.6%)	8 (22.9%)	12 (34.3%)	9 (25.7%)	3 (8.6%)
11	Item 11	2	9	15	8	1



		(5.7%)	(25.7%)	(42.9%)	(22.9%)	(2.9%)
12	Item 12	3 (8.6%)	15 (42.9%)	9 (25.7%)	8 (22.9%)	- (0)
13	Item 13	3 (8.6%)	19 (54.3%)	9 (25.7%)	4 (11.4%)	- (0)
14	Item 14	1 (2.9%)	6 (17.1%)	15 (42.9%)	13 (37.1%)	- (0)
15	Item 15	- (0)	10 (28.6%)	13 (37.1%)	9 (25.7%)	3 (8.6%)
16	Item 16	1 (2.9%)	6 (17.1%)	8 (22.9%)	16 (45.7%)	4 (11.4%)
17	Item 17	4 (11.4%)	14 (40%)	4 (11.4%)	10 (28.6%)	3 (8.6%)
18	Item 18	1 (2.9%)	7 (20%)	12 (34.3%)	13 (37.1%)	2 (5.7%)
19	Item 19	6 (17.1%)	17 (48.6%)	9 (25.7%)	2 (5.7%)	1 (2.9%)
20	Item 20	13 (37.1%)	8 (22.9%)	11 (31.4%)	3 (8.6%)	- (0)
21	Item 21	- (0)	8 (22.9%)	10 (28.6%)	17 (48.6%)	- (0)
22	Item 22	7 (20%)	5 (14.3%)	10 (28.6%)	7 (20%)	6 (17.1%)
23	Item 23	5 (14.3%)	11 (31.4%)	5 (14.3%)	11 (31.4%)	3 (8.6%)
24	Item 24	3 (8.6%)	11 (31.4%)	13 (37.1%)	8 (22.9%)	- (0)
25	Item 25	3 (8.6%)	4 (11.4%)	9 (25.7%)	17 (48.6%)	2 (5.7%)
26	Item 26	1 (2.9%)	17 (48.6%)	12 (34.3%)	5 (14.3%)	- (0)
27	Item 27	5 (14.3%)	7 (20%)	9 (25.7%)	12 (34.3%)	2 (5.7%)
28	Item 28	1 (2.9%)	6 (17.1%)	6 (17.1%)	19 (54.3%)	3 (8.6%)
29	Item 29	3 (8.6%)	20 (57.1%)	7 (20%)	4 (11.4%)	1 (2.9%)
30	Item 30	3 (8.6%)	5 (14.3%)	6 (17.1%)	19 (54.3%)	2 (5.7%)
31	Item 31	- (0)	1 (2.9%)	16 (45.7%)	15 (42.9%)	3 (8.6%)
32	Item 32	1 (2.9%)	10 (28.6%)	11 (31.4%)	8 (22.9%)	5 (14.3%)
33	Item 33	1 (2.9%)	3 (8.6%)	11 (31.4%)	12 (34.3%)	8 (22.9%)

<b>Sum</b>	<b>3602</b>
<b>Lowest Score</b>	<b>102.9142857</b>
<b>Highest Score</b>	<b>157</b>
<b>Mean</b>	<b>39</b>
<b>St. Deviation</b>	<b>32.84146948</b>

Table 4.13 explained about frequency of FLLAS questionnaire. Each item have the high precentage such as: item 1 (45.7%) choose “ Strongly agree”, item 2 (34.3%) choose “neither agree”, item 3 (48.6%) choose “ agree”, item 4 (54.3%) choose “agree”, item 5 (42.9%) choose “agree”, item 6 (40%) choose “neither agree”, item 7 (65.7%) choose “agree”, item 8 (34.3%) choose “neither agree”, item 9 (51.4%) choose “agree”, item 10 (34.3%) choose “neither agree”, item 11 (42.9%) choose “ neither agree”, item 12 (42.9%) choose “disagree”, item 13 (54.3%) choose “disagree”, item 14 ( 42.9%) choose “neither agree”, item 15 (37.1%) choose “neither agree”, item 16 (45.7%) choose “agree”, item 17 (40%) choose “disagree”, item 18 (37.1%) choose “agree”, item 19 (48.6%) choose “disagree”, item 20 (37.1 %) choose “ strongly disagree”, item 21 (48.6%) choose “agree”, item 22 ( 28.6%) choose “neither agree”, item 23 ( 31.4%) choose “agree”, item 24 (37.1%) choose “neither agree”, item 25 (48.6%) choose “agree”, item 26 (48.6%) choose “disagree”, item 27 (34.3%) choose “agree”, item 28 (54.3%) choose “agree”, item 29 (57.1%) choose “disagree”, item 30 (54.3%) choose “agree”, item 31 (45.7%) choose “neither agree”, item 32 (31.4%) choose “neither agree”, item 33 (34.3%) choose “agree”.

**Table 4.14 Indicator of LCSII**

No	Questionnaire	Classification				
		Strongly Disagree (1)	Disagree (2)	Neither Agree (3)	Agree (4)	Strongly Agree (5)
		Frequency Presentage	Frequency Presentage	Frequency Presentage	Frequency Presentage	Frequency Presentage
1	Item 1	1 (2.9%)	2 (5.7%)	13 (37.1%)	15 (42.9%)	4 (11.4%)
2	Item 2	- (0)	1 (2.9%)	8 (22.9%)	18 (51.4%)	8 (22.9%)
3	Item 3	- (0)	4 (11.4%)	8 (22.9%)	15 (42.9%)	8 (22.9%)
4	Item 4	- (0)	4 (11.4%)	11 (31.4%)	18 (51.4%)	2 (5.7%)
5	Item 5	1 (2.9%)	7 (20%)	8 (22.9%)	19 (54.3%)	- (0)
6	Item 6	- (0)	6 (17.1%)	13 (37.1%)	15 (42.9%)	1 (2.9%)
7	Item 7	1 (2.9%)	8 (22.9%)	12 (34.3%)	12 (34.3%)	2 (5.7%)
8	Item 8	2 (5.7%)	12 (34.3%)	12 (34.3%)	7 (20%)	2 (5.7%)
9	Item 9	2 (5.7%)	2 (5.7%)	12 (34.3%)	16 (45.7%)	3 (8.6%)
10	Item 10	2 (5.7%)	13 (37.1%)	9 (25.7%)	10 (28.6%)	1 (2.9%)
11	Item 11	2 (5.7%)	8 (22.9%)	9 (25.7%)	15 (42.9%)	1 (2.9%)
12	Item 12	3 (8.6%)	9 (25.7%)	7 (20%)	14 (40%)	2 (5.7%)
13	Item 13	3 (8.6%)	5 (14.3%)	8 (22.9%)	9 (25.7%)	10 (28.6%)
14	Item 14	4 (11.4%)	13 (37.1%)	7 (20%)	11 (31.4%)	- (0)
15	Item 15	1 (2.9%)	13 (37.1%)	10 (28.6%)	10 (28.6%)	1 (2.9%)
16	Item 16	- (0)	9 (25.7%)	12 (34.3%)	13 (37.1%)	1 (2.9%)
17	Item 17	2 (5.7%)	3 (8.6%)	7 (20%)	16 (45.7%)	7 (20%)
18	Item 18	3 (8.6%)	4 (11.4%)	11 (31.4%)	15 (42.9%)	2 (5.7%)
19	Item 19	2	2	18	11	2

		(5.7%)	(5.7%)	(51.4%)	(31.4%)	(5.7%)
20	Item 20	2 (5.7%)	7 (20%)	14 (40%)	10 (28.6%)	2 (5.7%)
21	Item 21	- (0)	3 (8.6%)	19 (54.3%)	12 (34.3%)	1 (2.9%)
22	Item 22	3 (8.6%)	7 (20%)	10 (28.6%)	14 (40%)	1 (2.9%)
23	Item 23	2 (5.7%)	5 (14.3%)	12 (34.3%)	15 (42.9%)	1 (2.9%)
24	Item 24	3 (8.6%)	7 (20%)	12 (34.3%)	11 (31.4%)	2 (5.7%)
25	Item 25	2 (5.7%)	5 (14.3%)	12 (34.3%)	12 (34.3%)	4 (11.4%)
26	Item 26	1 (2.9%)	6 (17.1%)	15 (42.9%)	12 (34.3%)	1 (2.9%)
27	Item 27	- (0)	4 (11.4%)	11 (31.4%)	16 (45.7%)	4 (11.4%)
28	Item 28	2 (5.7%)	4 (11.4%)	7 (20%)	16 (45.7%)	6 (17.1%)
29	Item 29	3 (8.6%)	3 (8.6%)	9 (25.7%)	15 (42.9%)	5 (14.3%)
30	Item 30	1 (2.9%)	6 (17.1%)	14 (40%)	14 (40%)	- (0)
31	Item 31	4 (11.4%)	7 (20%)	14 (40%)	9 (25.7%)	1 (2.9%)
32	Item 32	3 (8.6%)	7 (20%)	12 (34.3%)	12 (34.3%)	1 (2.9%)
33	Item 33	2 (5.7%)	6 (17.1%)	3 (8.6%)	23 (65.7%)	1 (2.9%)
34	Item 34	2 (5.7%)	6 (17.1%)	8 (22.9%)	18 (51.4%)	1 (2.9%)
35	Item 35	5 (14.3%)	9 (25.7%)	6 (17.1%)	13 (37.1%)	2 (5.7%)
36	Item 36	1 (2.9%)	5 (14.3%)	12 (34.3%)	15 (42.9%)	2 (5.7%)
37	Item 37	1 (2.9%)	9 (25.7%)	8 (22.9%)	15 (42.9%)	2 (5.7%)
38	Item 38	1 (2.9%)	3 (8.6%)	12 (34.3%)	15 (42.9%)	4 (11.4%)
39	Item 39	6 (17.1%)	5 (14.3%)	9 (25.7%)	13 (37.1%)	2 (5.7%)
<b>Sum</b>				<b>4449</b>		
<b>Lowest Score</b>				<b>127.114</b>		
<b>Highest Score</b>				<b>192</b>		
<b>Mean</b>				<b>46</b>		

<b>St. Deviation</b>	<b>38.0255</b>
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Table 4.13 explained about frequency of LCSi questionnaire. Each item have the high precentage such as: item 1 (42.9%) choose “agree”, item 2 (51.4%) choose “agree”, item 3 (42.9%) choose “agree”, item 4 (51.4%) choose “agree”, item 5 (54.3%) choose “agree”, item 6 (42.9%) choose “agree”, item 7 (34.3%) choose “neither agree” and “agree”, item 8 (34.3%) choose “disagree” and “neither agree”, item 9 (45.7%) choose “agree”, item 10 (37.1%) choose “disagree”, item 11 (42.9%) choose “agree”, item 12 (40%) choose “agree”, item 13 (28.6%) choose “strongly agree”, item 14 (37.1%) choose “disagree”, item 15 (37.1%) choose “disagree”, item 16 (37.1%) choose “agree”, item 17 (45.7%) choose “agree”, item 18 (42.9%) choose “agree”, item 19 (51.4%) choose “neither agree”, item 20 (40%) choose “neither agree”, item 21 (54.3%) choose “neither agree”, item 22 (40%) choose “agree”, item 23 (42.9%) choose “agree”, item 24 (34.3%) choose “neither agree”, item 25 (34.3%) choose “neither agree” and “agree”, item 26 (42.9%) choose “neither agree”, item 27 (45.7%) choose “agree”, item 28 (45.7%) choose “agree”, item 29 (42.9%) choose “agree”, item 30 (40%) choose “neither agree” and “agree”, item 31 (40%) choose “neither agree”, item 32 (34.3%) choose “neither agree” and “agree”, item 33 (65.7%) choose “agree”, item 34 (51.4%) choose “agree”, item 35 (37.1%) choose “agree”, item 36 (42.9%) choose “agree”, item 37 (42.9%) choose “agree”, item 38 (42.9%) choose “agree”, item 39 (37.1%) choose “agree”.

## B. Research Findings

### 1. Testing Assumptions

#### a. Testing Normality

The normality test was used to know whether the data were normal or not and the calculation of the normality test can be seen in the table below:

**Table of 4. 15 Test Normality**

#### Test of Normality

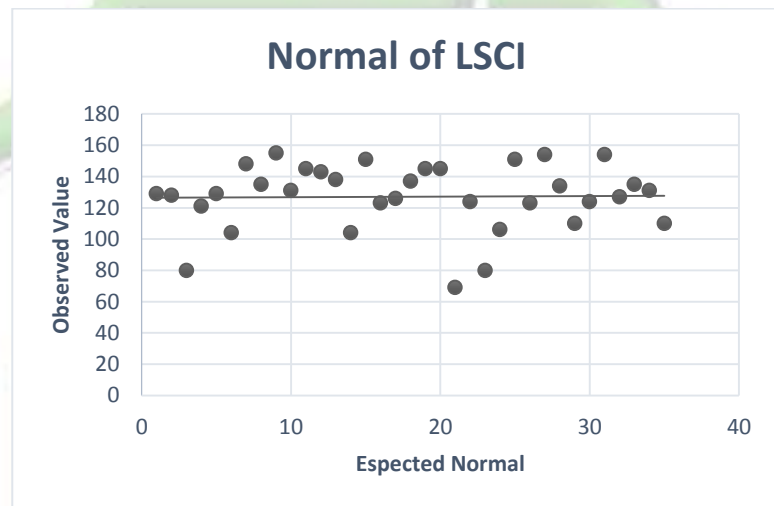
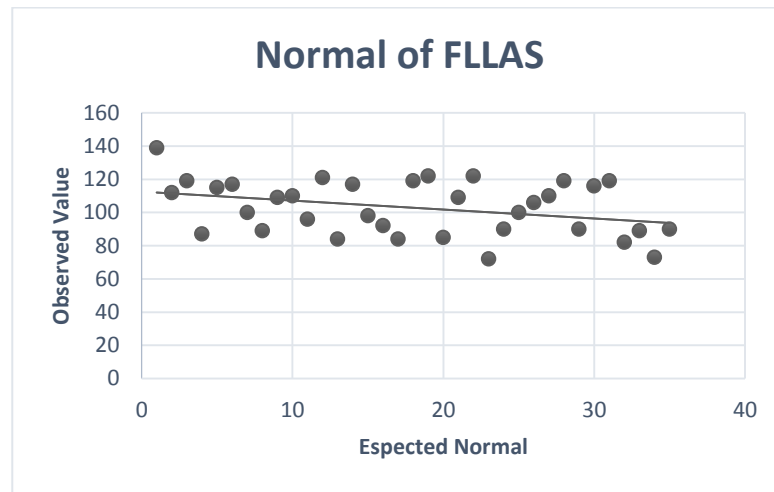
One-Sample Kolmogorov-Smirnov Test			
		FLLAS	LSCI
N		35	35
Normal Parameters <sup>a</sup>	Mean	1.0291E2	1.2711E2
	Std. Deviation	1.6312E1	2.1315E1
Most Extreme Differences	Absolute	.131	.166
	Positive	.129	.095
	Negative	-.131	-.166
Kolmogorov-Smirnov Z		.776	.984
Asymp. Sig. (2-tailed)		.584	.288

a. Test distribution is Normal.

The test of normality above was calculated using SPSS 16.0, meanwhile the data showed that the level significance of Students' Listening Anxiety in Kolmogorov Smirnov's table was  $0.584 > 0.05$  it could be concluded that the data was normal distribution and the level significance of Listening Learning Strategy was  $0.288 > 0.05$  and it is also meant that the data is in normal distribution. Meanwhile, for the Scatterplot chart is shown below:

**Figure 4.1 Scatterplot of Normality**





The graphs above showed that the distribution of both data students' Listening Anxiety and Listening Learning Strategy forms an approximately straight line, so it can be concluded the data from students' Listening Anxiety and Listening Learning Strategy were normal.

#### **b. Testing Linearity**

The linearity test was used to know whether the data were linear or not and the calculation of the linearity test can be seen in the table below:

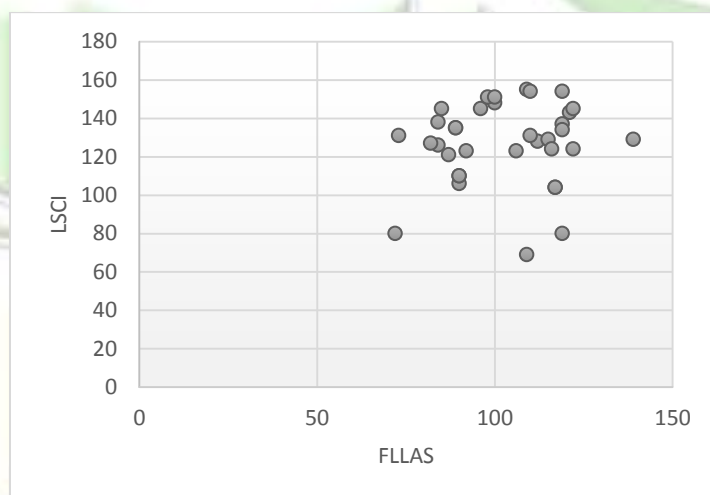


**Table 4.16 Testing Linearity**

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
FLLAS * LSCI	Between Groups	(Combined)	6089.243	22	276.784	1.123	.431
		Linearity	70.739	1	70.739	.287	.602
		Deviation from Linearity	6018.504	21	286.595	1.163	.405
Within Groups			2957.500	12	246.458		
Total			9046.743	34			

Based on the calculation of the data above, the significant value showed the value was 0.405 and it was higher than 0.05 ( $0.405 > 0.05$ ), which means there is a significant linear relationship between Students' Listening Anxiety (X) and Listening Learning Strategy (Y).

**Figure of 4.2 Scatter of Linearity**



Based on the figure above the dots was spread in line, so it can be concluded that there is a linear correlation between Students' Listening Anxiety (X) and Listening Learning Strategy (Y).

### **c. Testing Homogeneity**

The homogeneity test was used to know whether the data were homogeneity or not and the calculation of the homogeneity test can be seen in the table below:

**Table 4.18 Testing Homogeneity of Student Listening Anxiety**

Levene Statistic	df1	df2	Sig.
.224	1	33	.625

**Table 4.19 Testing Homogeneity LSCI**

Levene Statistic	df1	df2	Sig.
.910	1	33	.347

Based on the output of SPSS 16.0 program above it was known that the value of variable significant of Listening Anxiety (X) = 0.625 > 0.05 and Listening Strategy (Y) = 0.247 > 0.05 and it can be concluded that the variable data of Listening Anxiety (X) and Listening Strategy (Y) were same variants.

#### **d. Testing Hypothesis**

##### **a) The Correlation Between Students' Listening Anxiety and Listening Learning Strategy**

In this case with the aim to measure the correlation between Students' Listening Anxiety and Listening Learning Strategy the

researcher used Pearson product Moment formula. The data are described on the following table:

**Table 4.20 The Correlation Between Students' Listening Anxiety and Listening Learning Strategy**

NO	CODE	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	S-1	139	129	17931	19321	16641
2	S-2	112	128	14336	12544	16384
3	S-3	119	80	9520	14161	6400
4	S-4	87	121	10527	7569	14641
5	S-5	115	129	14835	13225	16641
6	S-6	117	104	12168	13689	10816
7	S-7	100	148	14800	10000	21904
8	S-8	89	135	12015	7921	18225
9	S-9	109	155	16895	11881	24025
10	S-10	110	131	14410	12100	17161
11	S-11	96	145	13920	9216	21025
12	S-12	121	143	17303	14641	20449
13	S-13	84	138	11592	7056	19044
14	S-14	117	104	12168	13689	10816
15	S-15	98	151	14798	9604	22801
16	S-16	92	123	11316	8464	15129
17	S-17	84	126	10584	7056	15876
18	S-18	119	137	16303	14161	18769
19	S-19	122	145	17690	14884	21025
20	S-20	85	145	12325	7225	21025
21	S-21	109	69	7521	11881	4761
22	S-23	122	124	15128	14884	15376
23	S-24	72	80	5760	5184	6400
24	S-25	90	106	9540	8100	11236
25	S-26	100	151	15100	10000	22801
26	S-27	106	123	13038	11236	15129
27	S-28	110	154	16940	12100	23716
28	S-29	119	134	15946	14161	17956
29	S-30	90	110	9900	8100	12100
30	S-31	116	124	14384	13456	15376
31	S-32	119	154	18326	14161	23716
32	S-33	82	127	10414	6724	16129
33	S-32	89	135	12015	7921	18225
34	S-34	73	131	9563	5329	17161
35	S-35	90	110	9900	8100	12100
<b>Total</b>		<b><math>\sum X =</math></b>	<b><math>\sum Y =</math></b>	<b><math>\sum XY =</math></b>	<b><math>\sum X^2 =</math></b>	<b><math>\sum Y^2 =</math></b>

	3602	4449	458911	379744	580979
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From the calculation of variable X and Y above, it was known that:

$$\sum X = 3602 \qquad \sum X^2 = 379744$$

$$\sum Y = 4449 \qquad \sum Y^2 = 580979$$

$$\sum XY = 458911$$

Therefore, the researcher calculated the data with manual calculation and also the SPSS program, and the measurement of  $r_{xy}$  as follows:

#### 1) Manual Calculation Correlation

To find the coefficient correlation, the researcher applied the product moment correlation. The formulas as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

$r_{xy}$ : Index number correlation "r" product moment.

$\sum X$  : Amount of all X score.

$\sum Y$  : Amount of all Y score.

$\sum XY$  : Amount of multiplication result between score X and Y.

N : Number of students.

*It is known that:*

$$r_{xy} = \frac{35 \times 458911 - 3602 \times 4449}{\sqrt{[35 \times 379744 - (3602)^2] \times [35 \times 580979 - (4449)^2]}}$$

$$\begin{aligned}
&= \frac{16061885 - 16025298}{\sqrt{(13291040 - 12974404) \times (20334265 - 19793601)}} \\
&= \frac{36587}{\sqrt{316636 \times 540664}} \\
&= \frac{36587}{\sqrt{562,7042 \times 735,2986}} \\
&= \frac{36587}{413755,6}
\end{aligned}$$

$$r = 0,088$$

## 2) Using the SPSS Program

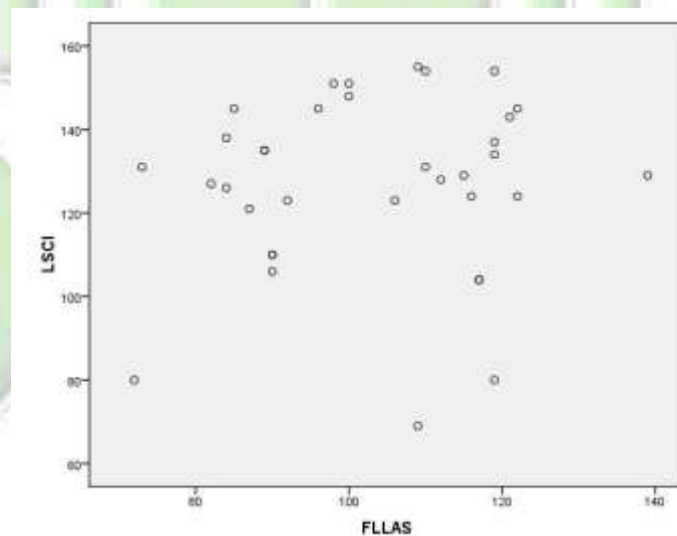
**Table 4.21 SPSS Calculation of Correlation Between Students' Listening Anxiety and Listening Learning Strategy**

Correlations			
		x	y
x	Pearson Correlation	1	.088
	Sig. (2-tailed)		.613
	N	35	35
y	Pearson Correlation	.088	1
	Sig. (2-tailed)	.613	
	N	35	35

Based on both manual and with SPSS 16.0 calculation that have been elaborated above, it can be seen that the coefficient correlation was 0.088 and the significant was 0.613. Moreover, to prove the value of "r" based on the calculation degree of freedom was known that  $df = N - nr =$ ,  $N = 35$ ,  $nr = 2$ ,  $df = 35 - 2 = 33$  and the  $r_{table}$  was 0.2826. The result showed that the  $r_{observe}$

0.088 is lower than  $r_{\text{table}}$  0.2826 at 1%. Therefore, it can be concluded that the alternative hypothesis ( $H_a$ ) was rejected and the Null Hypothesis ( $H_0$ ) was accepted. Because there was not a positive moderate correlation between Students' Listening Anxiety (X) and Listening Learning Strategy (Y). Meanwhile, the chart of the correlation result shown as follows:

**Figure 4.3 Scatterplot Chart of SPSS Calculation**



Based on the figure above the dots was not spread in line, so it can be concluded that there is no a correlation between Students' Listening Anxiety (X) and Listening Learning Strategy (Y).

**a) Weight of Correlation (%)**

Next, the researcher measures the contribution variable X to variable Y with used the formula by Riduwan (2004, p. 138).

$$KP = r^2 \times 100\%$$

Where:

KP = determinant coefficient score.

$r^2$  = correlation coefficient score.

*It is known that:*

$$KP = r^2 \times 100 \%$$

$$= 0.088^2 \times 100\%$$

$$= 0.007744 \times 100 \%$$

$$= 0.007744 \%$$

The interpretation of the coefficient of determination is 0.007744 % variance Students' Listening Anxiety not influenced by Listening Learning Strategy. It meant that Students' Listening Anxiety as much as 0.007744 % was not related to their Listening Learning Strategy used meanwhile 99.992256 % influenced by the other aspects.

**b) To know the value of  $t_{\text{value}}$  is used the formula:**

$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

$t_{\text{value}}$  : value t

r : the score of coefficient correlation



n: the number of samples

Therefore, by the formula above it was known that:

$$r = 0.088, n = 35$$

$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{\text{value}} = \frac{0.088\sqrt{35-2}}{1-0.088^2}$$

$$t_{\text{value}} = \frac{0.088 \times 5.74456}{0.992256}$$

$$t_{\text{value}} = \frac{0.50552128}{0.992256}$$

$$t_{\text{value}} = 0.509467$$

Based on the calculation above,  $\alpha = 0.01$  and  $n = 35$  so,  $df = n - 2 = 35 - 2 = 33$  and  $t_{\text{table}}$  was 2.030 at 1 %. So, it can be seen that  $t_{\text{value}} \leq t_{\text{table}}$  ( $0.509467 \leq 2.030$ ). Therefore, the result was the  $H_a$  is rejected and  $H_o$  is accepted. In this case, the Students' Listening Anxiety (variable X) do not have moderate relationship to Listening Learning Strategy (variable Y).

## 2. Interpretation of the Result

In this study, the researcher made the categorization interval of correlation power. So, it can be concluded that the result of this research ( $r = 0.088$ ) there is no correlation between variable (X) Students' Listening Anxiety and variable (Y) Listening Learning Strategy. Therefore, the alternative hypothesis ( $H_a$ ) was refused, and the Null Hypothesis ( $H_o$ ) was accepted. The result was looked at from interpretation orientation as follow:

**Table 4.22 Interpretation of Orientation**

The Amount of “r” Product Moment	Interpretation
0.00-0.20	There is no correlation between variable X and Y yet is very low so that it is regarded there is no correlation.
0.20-0.40	There is a low correlation between variable X and variable Y.
0.40-0.70	There is moderate correlation between variable X and variable Y.
0.70-0.90	There is a high/strong correlation between variable X and Y.
0.90-1.00	There is a very high/strong correlation between variable X and variable Y.

Based on the interpretation by Sudijono (2007, p. 193) above, if the value of  $r_{xy}$  is on 0.00-0.20. So, between variable X and variable Y, there is no correlation. The result of the calculation that was counted by the product moment above showed that the result was 0.088. So, that  $H_a$  was rejected, and  $H_o$  was accepted.

### C. Discussion

From the description of the data, it indicates that there was no correlation between Students' Listening Anxiety and their Listening Learning Strategy. The score of correlation coefficient obtained was 0.088 which is in the interval of 0.00-0.20 it was interpreted as no correlation, so there was not a correlation between the Students' Listening Anxiety and Listening Learning Strategy and it can be describe that students' Listening

Anxiety could not depend on Listening Learning Strategy. Therefore, the alternative hypothesis ( $H_a$ ) was rejected and the null hypothesis ( $H_o$ ) was accepted. Students' Listening Anxiety as much as 0.007744 % was not related to Listening Learning Strategy by students at 8 semester of English Education Study Program in IAIN Palangka Raya. Based on the information it can be concluded the higher Students' Listening Anxiety that the students have were not the lower Listening Learning Strategy that their used. The possible reason of this result were probably because there were other factors that affect Students' Listening Anxiety and Listening Learning strategy.

The same result also found in study from Gonen ( 2010 ) He found that a negative association between FL listening anxiety and strategy use of School of Foreign Languages Anadolu University, even though he only measured students at the intermediate English proficiency level.

The possible reasons why this study has negative correlation because students have taken intensive TOEFL test training previously that conducted from the English Study Program in IAIN Palangka Raya. So, in general they already have sufficient basic knowledge to do the real TOEFL test later and also they have anticipated to reduce their anxiety by learning and understanding how to answer questions in the test especially in the listening section. On the other words, students did TOEFL test on eight semester and their skill or ability in Listening section probably had been improved. So that is why students' listening anxiety mostly could not affected by their

listening strategy used. Although, it could be affected their listening anxiety, but only in small numbers.

Related to the theories above and related with this study, the researcher concluded that Students' Listening Anxiety in English education study program do not depend on their Listening Learning Strategy even though in different level, but anxiety cannot be also underestimated because without know how to deal with it. It will be a problem that is difficult to resolved, as Vogely (1999) clearly emphasized that one of the most ignored but potentially one of the most debilitating type of anxiety is the anxiety accompanying listening comprehension. Other variables were identified by Vogely (1998), who looked at sources of listening anxiety among learners of Spanish at an American university, as reported by the students themselves. Half of their responses focused on the characteristics of the input (nature of the speech, level of difficulty, lack of clarity, lack of visual support, and lack of repetition) as being a major source of anxiety. This is in line with Listening Learning Strategy that have been determined. With the help of this language learning strategy, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, exactly like pre tasks activities (Holden, 2004).



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the study. The researcher explains the conclusion of the study and some suggestions to the future researcher.

#### A. Conclusion

Based on the manual calculation and more using SPSS 16.00 program with Pearson Product Moment formula then the result showed that the  $r_{\text{value}}$  was 0.088 which is in the interval of 0.00-0.20 it was interpreted as no correlation, so there was not a correlation between the Students' Listening Anxiety and Listening Learning Strategy and it can be describe that students' Listening Anxiety could not depend on Listening Learning Strategy. Therefore, the alternative hypothesis ( $H_a$ ) was rejected and the null hypothesis ( $H_o$ ) was accepted. Students' Listening Anxiety as much as 0.007744 % was not related to Listening Learning Strategy by students at 8 semester of English Education Study Program in IAIN Palangka Raya. Meanwhile, 99.992256 % influenced by the other aspects. Based on the information it can be concluded the higher Students' Listening Anxiety that the students have were not the lower Listening Learning Strategy that their used. The possible reason of this result were probably because there were other factors that affect Students' Listening Anxiety and Listening Learning strategy.

## **B. Suggestion**

For a better understanding of this research, it is highly suggested that:

### **1. For Students**

All students of English Education highly suggested to learn Listening Strategy, how the way to answer the question listening section in TOEFL test . So, it could decrease their anxious and also to improved their performance in answering the TOEFL test.

### **2. For Lecturers**

All of the lecturers in the English Education Study Program could encourage their students to learn TOEFL test more seriously and put the material in comprehension courses. Then, they give students Listening Strategy material and the way how to answer the question correctly.

### **3. For Researcher**

Future research is suggested to analyze not only the correlation between Students' Listening Anxiety and Listening Learning Strategy but also the impact that could affect both Students' Listening Anxiety and Listening Learning Strategy in English courses, it meant that future research suggested to do the same topic with quantitative design. It is also suggested that while taking the data, the condition should be condusive in other to gain the data based on the sample's real condition.



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